

Art – Progression in Key Skills

Art is a subject where there are no limitations. Every child is different and will access art in different ways. Some children will find this more difficult than others and so it is important to use this document as a guide but to not overlook the fact that some children will be able to access deeper learning and experiences and will show an understanding that could be challenged and extended.

	Nursery		Reception		Year One		Year Two	
	Skills	Vocabulary	Skills	Vocabulary	Skills	Vocabulary	Skills	Vocabulary
Drawing (pencil, charcoal, inks, chalk, pastels, digital media)	Use a range of tools to mark make.	Fingers Pencils, crayons, pens chalks, paint brushes, sticks feathers	Use a range of tools to mark make with some control	Fingers Pencils, crayons, pens chalks, paint brushes, sticks feathers charcoal ball point	Use a range of tools to with increasing control	Fingers Pencils, crayons, pens chalks, paint brushes, sticks feathers charcoal ball point	Use a range of tools to with accurate control	Fingers Pencils, crayons, pens chalks, paint brushes, sticks feathers charcoal ball point
	Can manipulate a tool to copy or recreate lines and patterns	largescale line, pattern zig zag, cross, curved pre writing patterns	Can produce different lines.	Thick, thin, wavy, straight, lines	Use skills of observation to represent objects through drawings.	observe perspective scale, size, position sketch	Use skills of observation to add increasing details to drawings Use sketching as a method for making quick observations.	observe perspective scale, size, position, details sketch, outline, main features
	Begins to use shapes, lines and patterns to represent simple familiar objects	sun, flower face, body, self portrait etc	Drawings of people and objects with some detail.	Head, body, arms, hands, legs, feet Some facial features	Drawings of people contain more detail.	Hair, eye lashes, fingers, neck, ears	Drawings of people take account of anatomy.	Limbs Shape, size, skin tone
			Know tone can be changed with your tool/the type of grade of pencil	Light pressure, firm pressure grade soft, hard	Can change tone through the way you hold and manipulate your tool/the type of grade of pencil	Tone, light, dark, shadow, soft, hard,	Understands and uses tone and shading effectively to represent shadow	Shadow, light, dark, shade Absence of light, Pressure, shading.
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Can match and sort colours Knows colour names	Red, blue, yellow, green purple, orange, brown, black, white, grey	Knows what primary colours are and explores with secondary.	Primary colours, Red, yellow, Blue Secondary colours, orange, purple, green, brown	Knows what primary and secondary colours and how to create them.	Red Yellow Blue Orange Green Purple	Talks about known colours in terms of shades and tones	Light Dark Tone Shade Pigment overtone
	Is able to mix two colours together to create a new one (experimental)	Mix Observe Explore	Mixes desired colours with increasing success	Primary and Secondary colours Colour mixing, exploring,	Can lighten and darken colour using black and white	Light Dark Shade	Can make as many tones of one colour as possible by adding white. Can darken colours without using black	Tone Light Dark shade

	Learns names of tools Can use a range of tools to mark make.	(Relevant tools) Brushes, thick, thin, short, long, scrapers Playdough tools Combs Glue spreaders	Uses a growing range of tools with greater control.	(Relevant tools) Brushes, thick, thin, short, long, scrapers Playdough tools Combs Glue spreaders	Uses an appropriate range of tools to match desired media	(Relevant tools)	Considers and selects tools to produce marks appropriate to their desired work	(Relevant tools) small, fat, thin size brush, felt tip, glue spreader
Texture (Textiles, clay, sand, plaster, stone)	Becomes familiar with the word 'texture' and describes the texture of things	Texture Rough Smooth Lumpy Shiny Fuzzy Prickly Soft Wrinkly furry	Begins to understand what 'texture' is and begins to explore it.	Texture Rough Smooth Lumpy Shiny Fuzzy Prickly Soft Wrinkly furry	Understands texture and applies it and uses it within their work.	Vocab as REC Texture effect	Chooses different known textures to create a desired effect.	Vocab as REC Texture Effect
	Can create a collage using given materials.	Collage Materials Texture Differences feel	Can choose from a range of materials to create a collage.	Collage Materials Composition Layering Tears Cuts Sticks Feel Texture	Creates a collage with reason for choosing different materials.	Collage Qualities Contrasts Sorts Cuts Tears Overlapping Overlaying Materials Adhesives Contrast Texture	Explores and creates more considered collages and can discuss why they have chosen different materials due to effect.	Qualities Contrasts Sorts Cuts Tears Overlapping Overlaying Adhesives Contrast Texture Materials Discusses Discriminate
			Can create a simple weave using given materials.	Weaving Materials Up and down patterns	Creates a weave selecting their own materials.	Weaving Materials Qualities Repeating patterns	Creates a weave and explores different materials to create a desired effect.	Weaving Materials Textiles Qualities Repeating patterns Texture Form
			Uses different textures and materials.	Texture Paper Card Crepe Newsprint Cellophane	Handles materials with care.	(As Rec) Threads Cotton Wool Raffia Grass texture	Chooses, handles and manipulates different materials to create a desired effect.	(As Year 1)

Form (3D work, clay, playdoh, salt dough, boxes, wire, paper, mod rock) No limitations for different year groups in using different media.	Explores construction to create forms.	Stacking Vertical Horizontal Building Balancing knocking	Chooses different construction/ Materials to create a desired form with more control.	2D and 3D Properties Purpose Building Destroying Shape Model	Considers what to use to best create a desired form with increasing control.	2D and 3D Purpose Stimuli Texture Shape Form composition	Use known objects and chooses appropriately with reason when choosing construction methods and uses them with full control.	2D and 3D sculpture Natural Man-made Shape Composition Weight pattern Malleable Rigid decorative
	Joins construction pieces together.	Joining Construction Purpose Techniques Build	Uses tools and techniques to join when assembling.	Joining Construction Tools Assemble Build Purpose Techniques	Chooses appropriate tools and joins materials together to create desired effect.	Joining Construction Tools Assemble Build Purpose Techniques	Selects from a variety of methods to join, replicate and create 3D form using appropriate materials and tools.	Join Replicate Create Construction Tools Assemble Build Purpose Techniques
	Construct with a desired outcome in mind.	Imagination Experiences Observations Model Build	Shape and model from ideas and observations.	Observations Experiences Imagination Manipulating Changing Model Shape	Recreates 2D images in a 3D piece using stimuli.	Observations Manipulating Changing Model Shape Form composition	Replicates pattern and texture in a 3D form and that of other sculptures.	Observations Manipulating Changing Model Shape Form Composition Investigation Feel Texture Weight Malleable
	Realises tools can be used for a purpose	(dependent on task)	Uses simple tools to construct appropriately	(dependent on task)	Experiments with different tools to create a desired effect.	(dependent on task)	Chooses and understands tools and uses effectively to create desired effect.	(dependent on task)
Printing (found materials, fruit/veg, wood blocks, press print, lino, string.)	Print with a variety of different objects and colours.	Wood blocks Lego Fruit/veg Hands Feet Fingers Natural objects (leaves etc)	Print with a variety of objects for a desired effect and a desired colour.	(As Nursery) Pattern Repeating patterns Colour mixing	Creates a more detailed, technical print.	Impressed images Patterns Extends repeating patterns Relief printing	Identifies different forms printing takes and create accordingly.	(As previous years) Mono-printing Textures Surfaces

Pattern	Create a pattern using given media or materials.		Create irregular and repeating patterns considering symmetry.	Irregular patterns Repeating patterns symmetry	Extends repeating patterns, explores symmetry and is able to discuss pattern.	Irregular patterns Repeating patterns Symmetry	Experiments with pattern including natural and man-made, extends repeating patterns by overlapping, overlaying considering effect on colour.	Pattern Repeating patterns Irregular patterns Symmetry Techniques Effect
Artists			Paul Klee (Castle and Sun) Vincent Van Gough (Portraits) Andy Warhol – (Portraits) Barbara Hepworth (Sculpture) Andy Goldsworthy (Natural Art) William Morris (Textiles) Bridget Riley (Texture Printing) Henry Walter Bates (Butterfly Art) Rousseau (Rainforest Art) Romero Britto (Brazilian Art)		Jackson Pollack (Action Art) Pablo Picasso (Abstract art) Kandinsky (Concentric Circles) Barbara Hepworth (Sculpture) Andy Goldsworthy (Sculpture) African Textile Art Ghanaian Textile Art Giuseppe Arcimboldo (Fruit Art) Roy Nachum (Art for the visually impaired) Jan Joseph Horemans (Tooth Extraction Art)		Cycle A Andy Warhol (Pop art) Claude Monet (houses of Parliament skyline) Sue Rhodes (Batik Painting) Rangoli Designs Rosalind Freeborn (Torn paper portraits) Frann Preston-Cannon (Illustration) Barbara Hepworth (Sculpture) Ted Harrison (Skyline patterns and shapes)	Cycle B Frido Kahlo (Portraits) Pablo Picasso (Portraits) Vincent Van Gough (Starry Night) Kandinsky (Several Circles) Barbara Hepworth (Sculpture) William Morris (Patterns) Quentin Blake (Illustration)